

District 105 Community Meeting

Thursday, May 16, 2019



Tonight's Objectives

Clarify the issue - Why are we here this evening?

Share a **Board/Administration statement with commitments** to our community

Provide background information related to our newly adopted strategic plan, district finances, and the work of the Kasarda committee

Share a **tentative timeline for decision making**

Respond to questions

Norms Reminder

Board Policy (2:230) - Public Comment/Presentation

At each regular and special open meeting, members of the public and district employees may comment or ask questions of the Board of Education, subject to reasonable constraints. The individuals appearing before the Board are expected to follow these guidelines:

- Individuals are asked to complete a “Request to Address the Board” form.
- Identify oneself and be brief. Ordinarily, comments shall be limited to 5 minutes.
- Observe the Board President’s decision to shorten public comment to conserve time and give the maximum number of individuals the opportunity to speak.
- Observe the Board President’s decision to determine procedural matters regarding public participation not otherwise covered in Board policy
- Conduct oneself with respect and civility toward others and otherwise abide by Board policy

8:30, *Visitors to and Conduct on School Property*

Norms Reminder

Only one person at a time. Avoid private conversations while someone else is speaking.

LISTEN ALERTLY to the discussion.

BE PATIENT with other audience members.

APPRECIATE the other person's point of view.

RESPECT each other's point of view.

Why are we here tonight?

As we look to the future, we must address several issues ...

- We must **develop a financial plan to sustain fiscal responsibility.** We cannot continue to deficit spend.
- We must **address issues of equity across all elementary schools to ensure the needs of ALL students are being met.**
- We must **protect the quality of our educational programs and services to ensure we continue the 105 Difference.**

Board & Administration Commitments

- The D105 Board of Education and administration are united in and committed to making decisions that support the best interests of **ALL** students.
- The D105 Board of Education and administration value **neighborhood schools.**
- The D105 Board of Education and administration has **no history or past practice of making significant decisions without community engagement.**
- The D105 Board of Education and administration has a **strong history of financial stewardship**, and we have every intention of continuing with this practice.
- The D105 Board of Education and administration are **proactive and mindful of the future.**

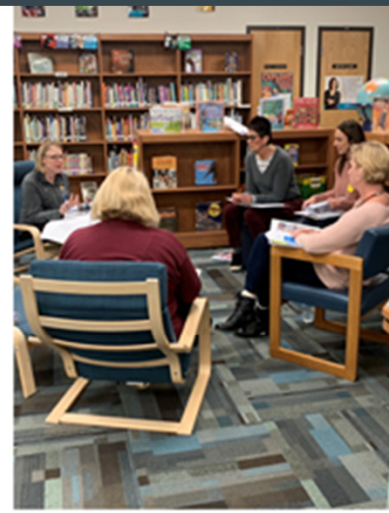
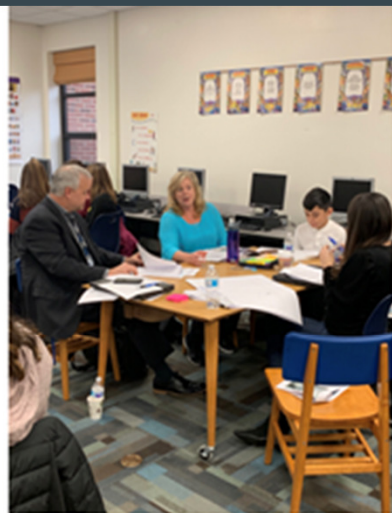
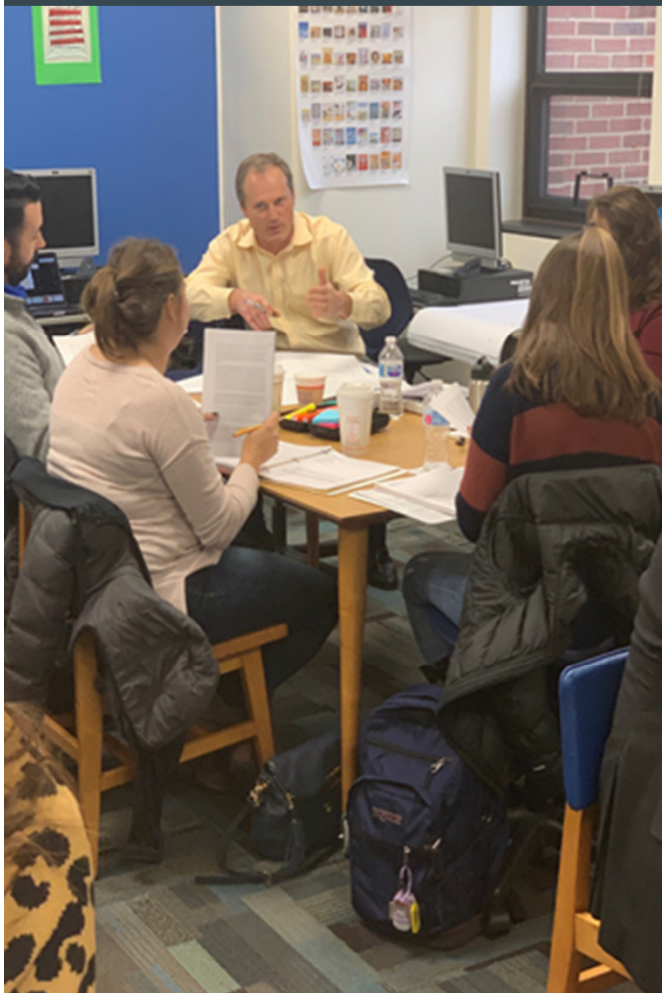
Board & Administration Commitments

- Under the current conditions, the Board and administration **do not support the implementation of reconfiguring District 105 to grade-level centers** which would house two grades per building.
- There will be **no change to the configuration of our schools for the 2019-2020 and 2020-2021 school years.**
- Any decision that would change the current configuration of our schools **will only be made after significant research, planning, and community input is completed.**

Strategic Plan



THE D105 DIFFERENCE



Paint a data picture that allows us to identify our strengths, weaknesses, opportunities & threats

Data Retreat: Where Are We Now?

LA GRANGE DISTRICT 105 SWOT ANALYSIS: DRAFT

Strengths: What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?

- Whole child centered; numerous co-curricular and extra-curricular activities with a solid fine arts program.
- Preparing students for IT; IT placement and success of students after one year of high school
- Student attendance is high; students like coming to school
- Data shows consistent overall student growth/achievement at all levels in reading and math; Consistently outperforming benchmark districts
- Special Education programs and services; English Language Learners programs and services
- 78% staff with master's or higher degrees
- High quality staff with great retention
- Financial Profile score, history of financial stewardship
- Families and students feel safe; high student and family satisfaction

Opportunities: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength?

- Long term debt strategies; proactively ensure adequate resources to maintain critical programs and services to maintain the 105 Difference
- Explore better measures for student growth and achievement
- Reimagining the structure of committees and improvement processes
- Cultural awareness and teaching with poverty in mind
- Parent communications and expectations connecting families across the district
- Making sure our communities understand, value and celebrate our accomplishments
- Technology integration strategies to increase student engagement and inquiry
- Prepare students for career and life readiness
- Integrate subject areas through problem based learning and writing
- Social emotional learning and executive functioning skills.

Weaknesses: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- Students being college, career, and life ready
- Student achievement gaps among subgroup populations
- Lower Teacher morale due to too many initiatives producing stress and anxiety
- More consistent expectations and instructional strategies across the district
- Using reliable data to set goals and differentiate instruction
- Differentiation meeting the needs of all students through interventions and enrichments (MTSS); Tier 2 and Tier 3 interventions that positively impact student achievement
- Distribution of student enrollment; student enrollment slightly on the decline
- Deficit spending last two years
- Increasing social and emotional student needs
- Staff diversity to mirror student diversity

Threats: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress?

- State funding; shifting pension costs and Evidenced Based Funding
- National and state politics
- Increasing students of poverty and homelessness
- Possible voter led referendum to further cap district revenues
- Distribution of student enrollment; continued impact of Hodgkins
- Mental health

Today's learners are tomorrow's leaders.

OUR MISSION

WHY WE EXIST

Empower students to make a difference in our world by assisting them to be self-directed, passionate, lifelong learners.



OUR VISION

WHERE WE ARE HEADED

District 105 strives to be a high performing school district that celebrates the importance of each individual student.

OUR VALUES

WHAT WE STAND FOR

Continuous Improvement
Well-being
Real world application
Transparency
Individual differences
Collaboration
Engagement
Integrity
Character

- *Each student will be a valued member of the school community prepared for future academic, career, and life success.*
- *Each staff member will make a positive difference in the lives of students.*
- *Each family and our communities will feel pride in our work and express confidence that we are good stewards of their resources.*

OUR GOALS AND STRATEGIES

WHAT WE WILL ACHIEVE

WHAT IS OUR PRIORITY WORK

Goal: Academic Success	Goal: Supportive Culture	Goal: Family and Community Connections	Goal: Staff and Organizational Effectiveness	Goal: Resource Equity and Efficacy
All students will demonstrate continuous academic growth leading to college, career, and life success.	All students will attend school in a safe, supportive, and engaging environment.	District 105 will enhance learning partnerships by connecting schools, families, and communities to extend learning opportunities and resources.	Empower staff to use data and other evidence to make important decisions in learning and teaching.	District 105 will make effective and efficient use of its resources to ensure the educational success of our students.
Key Performance Indicators <ul style="list-style-type: none"> Annual Progress Targets in Reading and Math District Learning Goals Readiness: Grades 3, 6, and 8 High School Transition Achievement Gaps Close 	Key Performance Indicators <ul style="list-style-type: none"> Student Attendance Student Satisfaction Student Engagement Social and Emotional Learning Success of Interventions Co-curricular activities 	Key Performance Indicators <ul style="list-style-type: none"> Family Satisfaction Family Engagement ELL Families Volunteer Expectations Community Partners Service Learning Opportunities 	Key Performance Indicators <ul style="list-style-type: none"> Staff Satisfaction Collaboration/PLC teams Retention Certification and Diversity Continued Learning 	Key Performance Indicators <ul style="list-style-type: none"> Cleanliness Safety and Security Technology Financial Profile
Strategies for Academic Success	Strategies for Supportive Culture	Strategies for Family and Community Connections	Strategies for Staff and Organizational Effectiveness	Strategies for Resource Equity and Efficacy
<ol style="list-style-type: none"> 1. Close gaps in achievement to ensure all students grow, learn, and achieve. 2. Research, explore, and standardize current impactful and engaging instructional practices. 3. Ensure fidelity of units of instruction implementation across the district. 	<ol style="list-style-type: none"> 4. Refine our systems of supports to ensure students' social and emotional needs are being met. 5. Refine our systems of supports to ensure students' academic growth and development needs are being met. 	<ol style="list-style-type: none"> 6. Strengthen unity and cross-cultural connections throughout the district. 7. Provide opportunities for families and the communities to extend learning opportunities. 	<ol style="list-style-type: none"> 8. Empower staff to use data and other evidence to make decisions that positively impact learning and teaching. 9. Provide purposeful professional learning opportunities are provided within schools, across schools, and outside of the district. 	<ol style="list-style-type: none"> 10. Establish resource equity across schools. 11. Develop a sustainable business plan.

Goal: Resource Equity and Efficacy

District 105 will make effective and efficient use of its resources to ensure the educational success of our students.

Strategy 10: Establish resource equity across schools.

- Address enrollment patterns (class size)
- Evaluate and modify instructional spaces so they support today's learners
- Consider uniqueness and needs of various student subgroup populations
- Strive for curriculum equity
- Continue to address safety and security
- Consider staffing, programs and services to ensure equity of student needs being served

Strategy 11: Develop a sustainable business plan.

- Return to a balanced budget
- Eliminate deficit spending
- Develop a sustainable strategy for debt management
- Consider new revenue opportunities (grants and other)
- Ensure resources enhance the quality of programs and services for students

Stakeholder Support of Plan

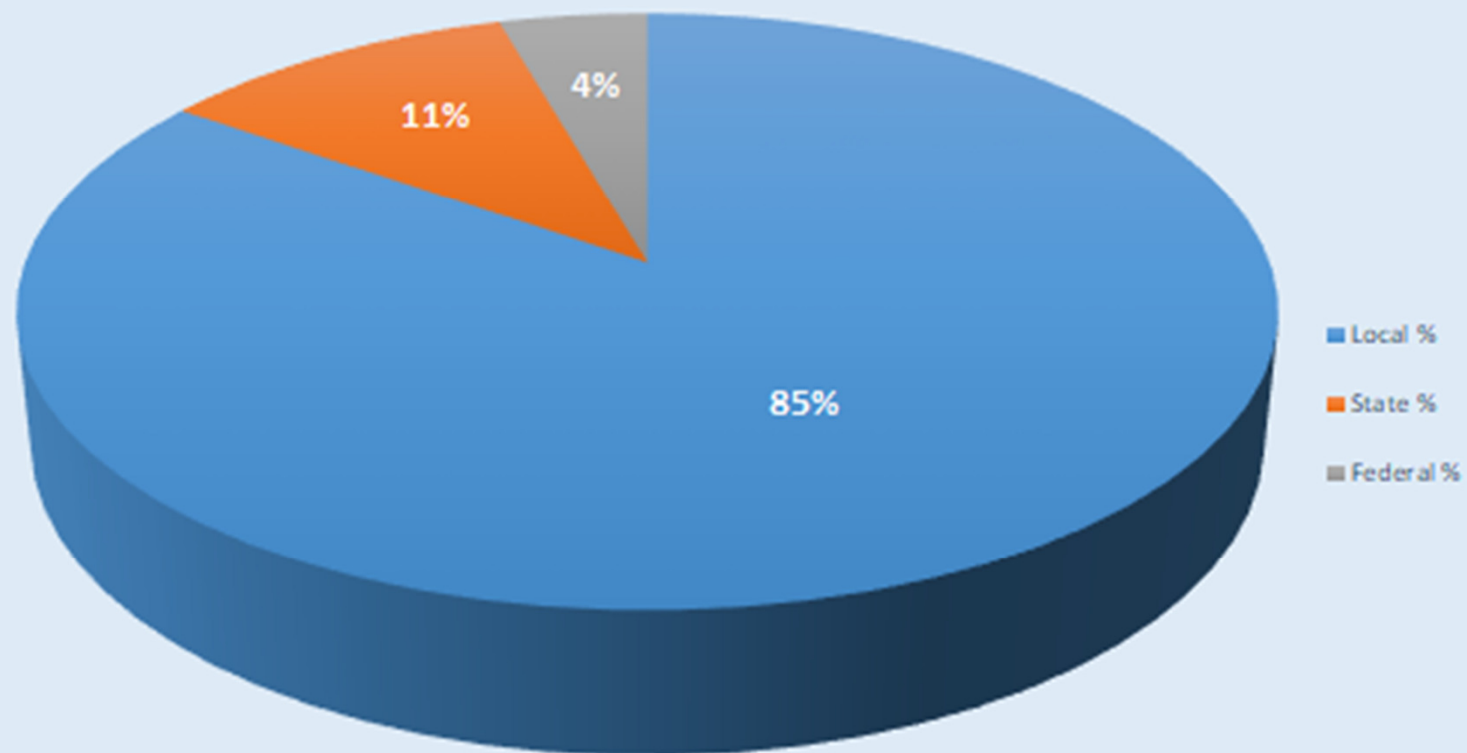
Components	Percent Support
Mission	96%
Values	97%
Vision	94%
Goal One	97%
Goal Two	95%
Goal Three	97%
Goal Four	95%
Goal Five	99%

Finances

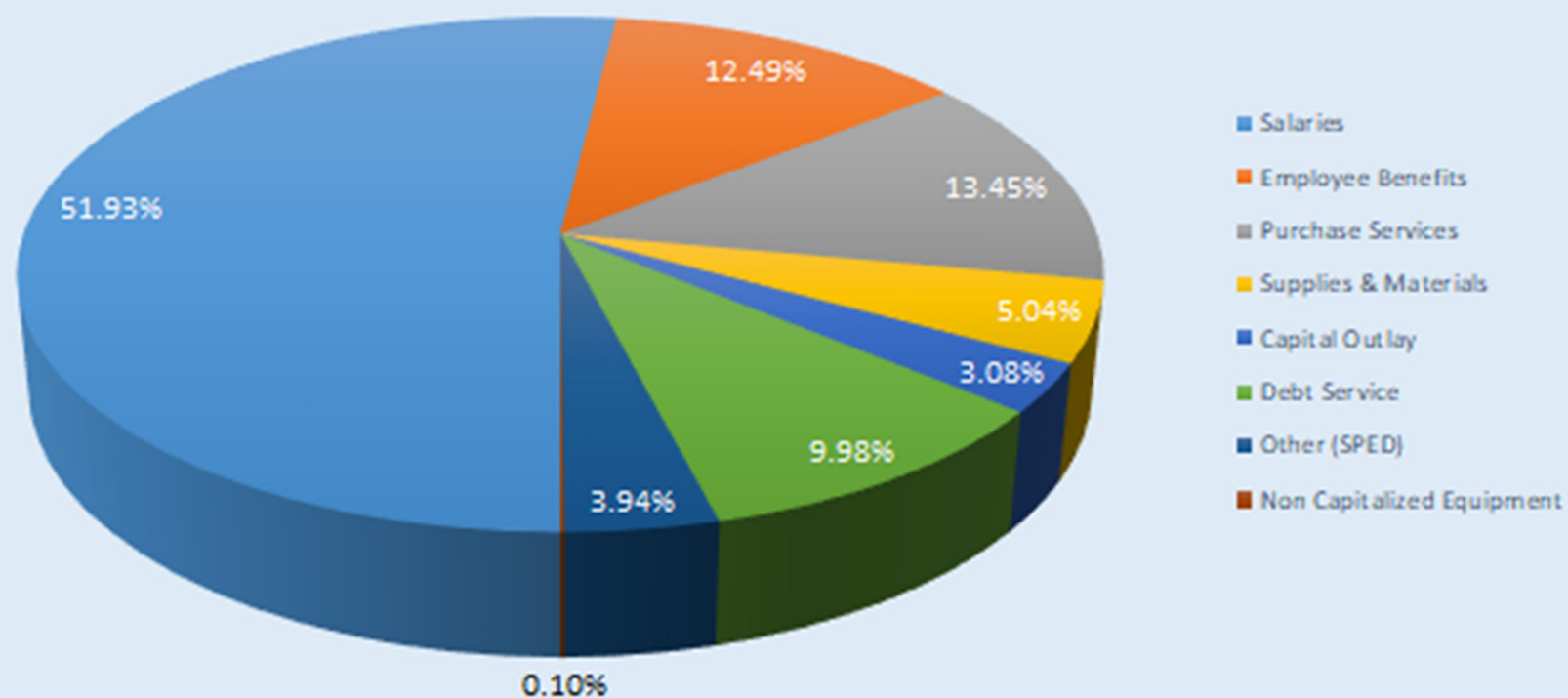


THE D105 DIFFERENCE

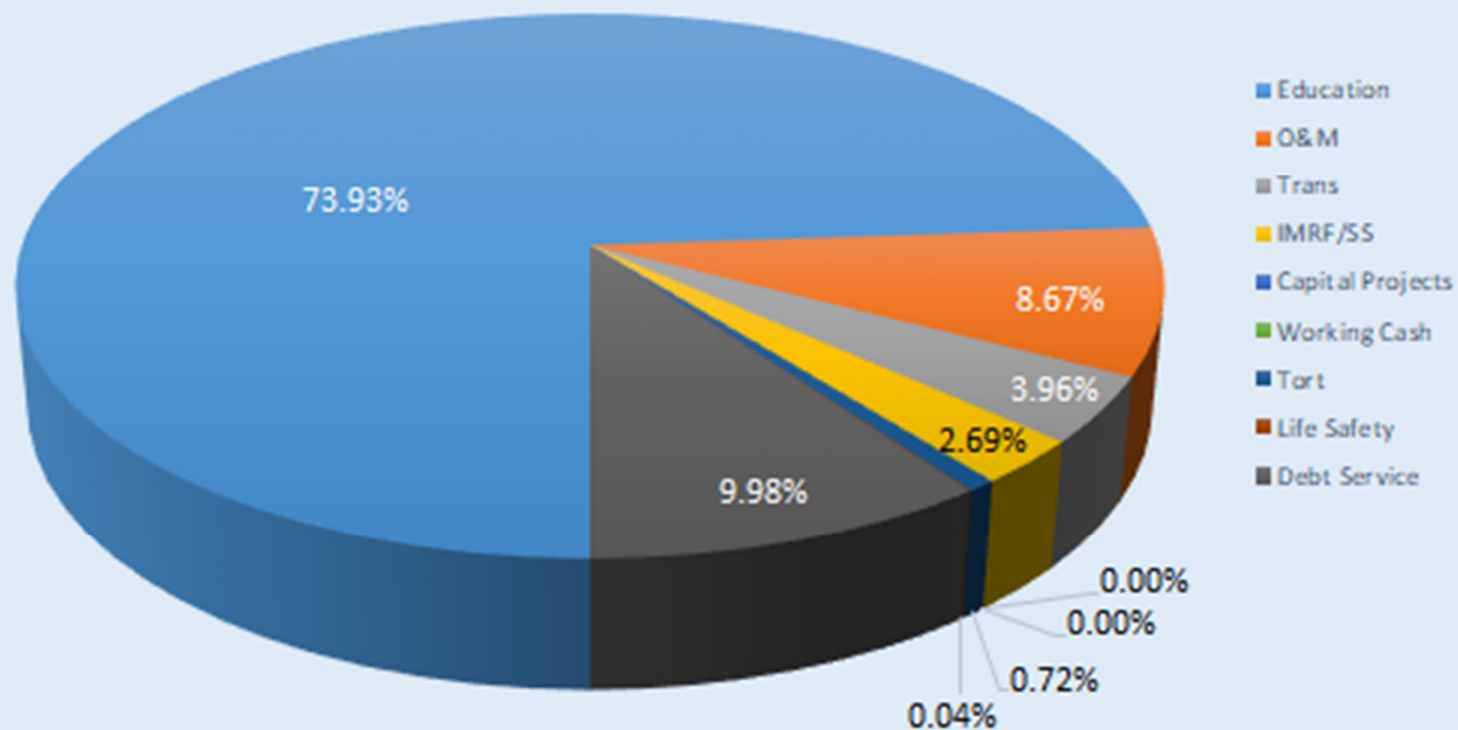
FY19 Revenue by Source



FY19 Operating Budget by Object



FY19 Budget by Fund



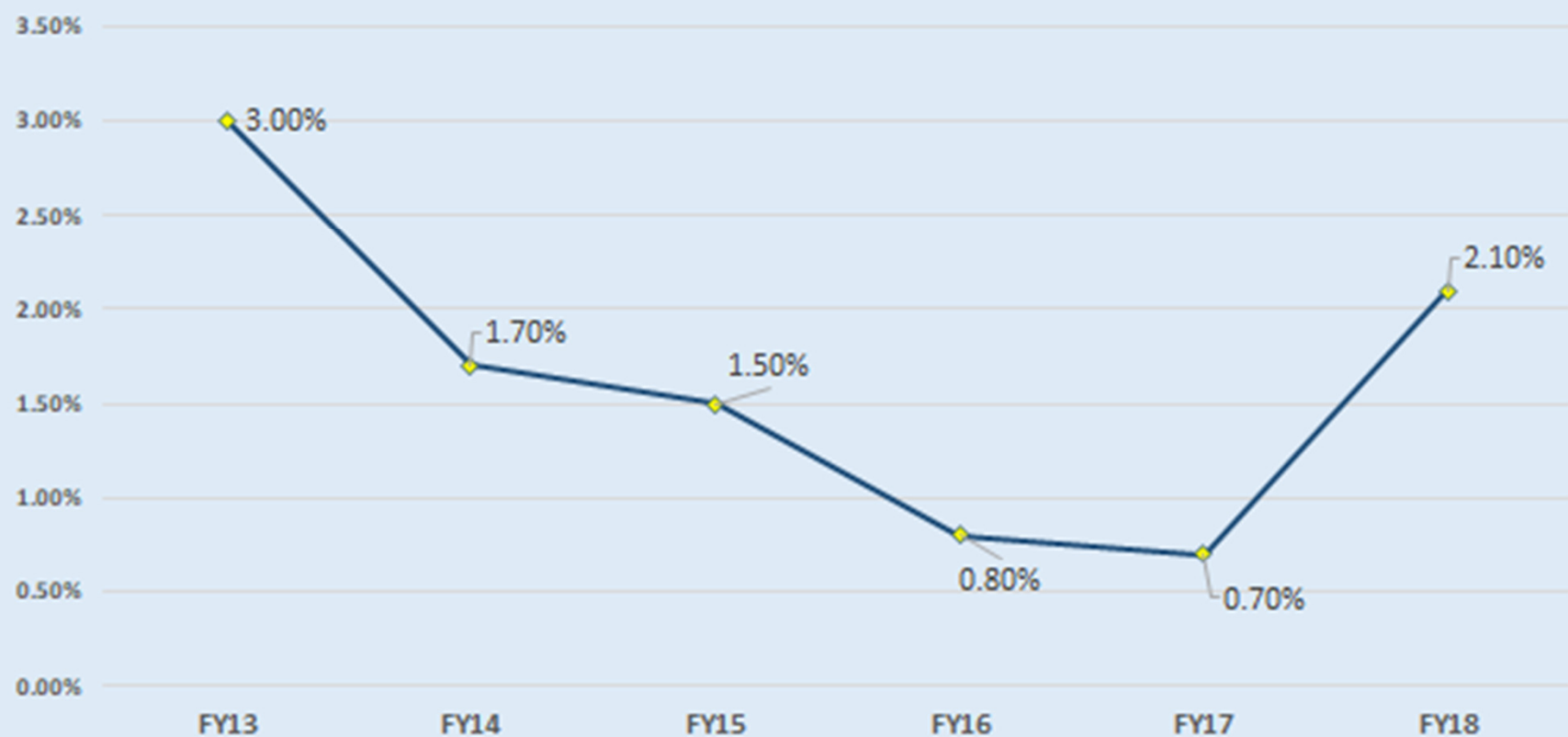
What is PTELL

The Property Tax Extension Limitation Law is designed to limit the increases in property tax extensions (total taxes billed) for non-home rule taxing districts.

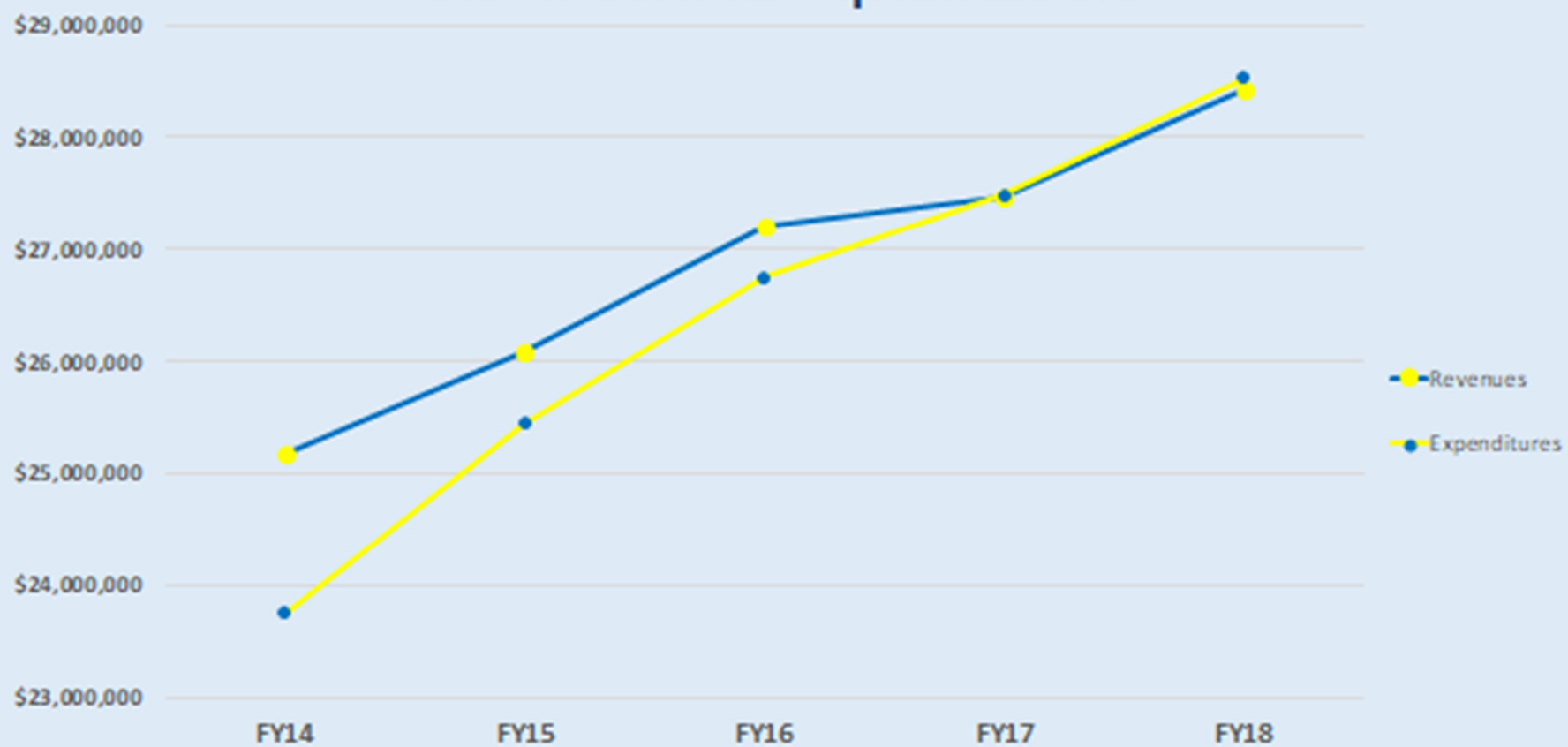
The limit slows the growth of revenues to taxing districts when property values and assessments are increasing faster than the rate of inflation. As a whole, property owners have some protection from tax bills that increase only because the market value of their property is rising rapidly.

Increases in property tax extensions are limited to the lesser of 5% or the increase in the national Consumer Price Index (CPI) for the year preceding the levy year. The limitation can be increased for a taxing body with voter approval.

Consumer Price Index

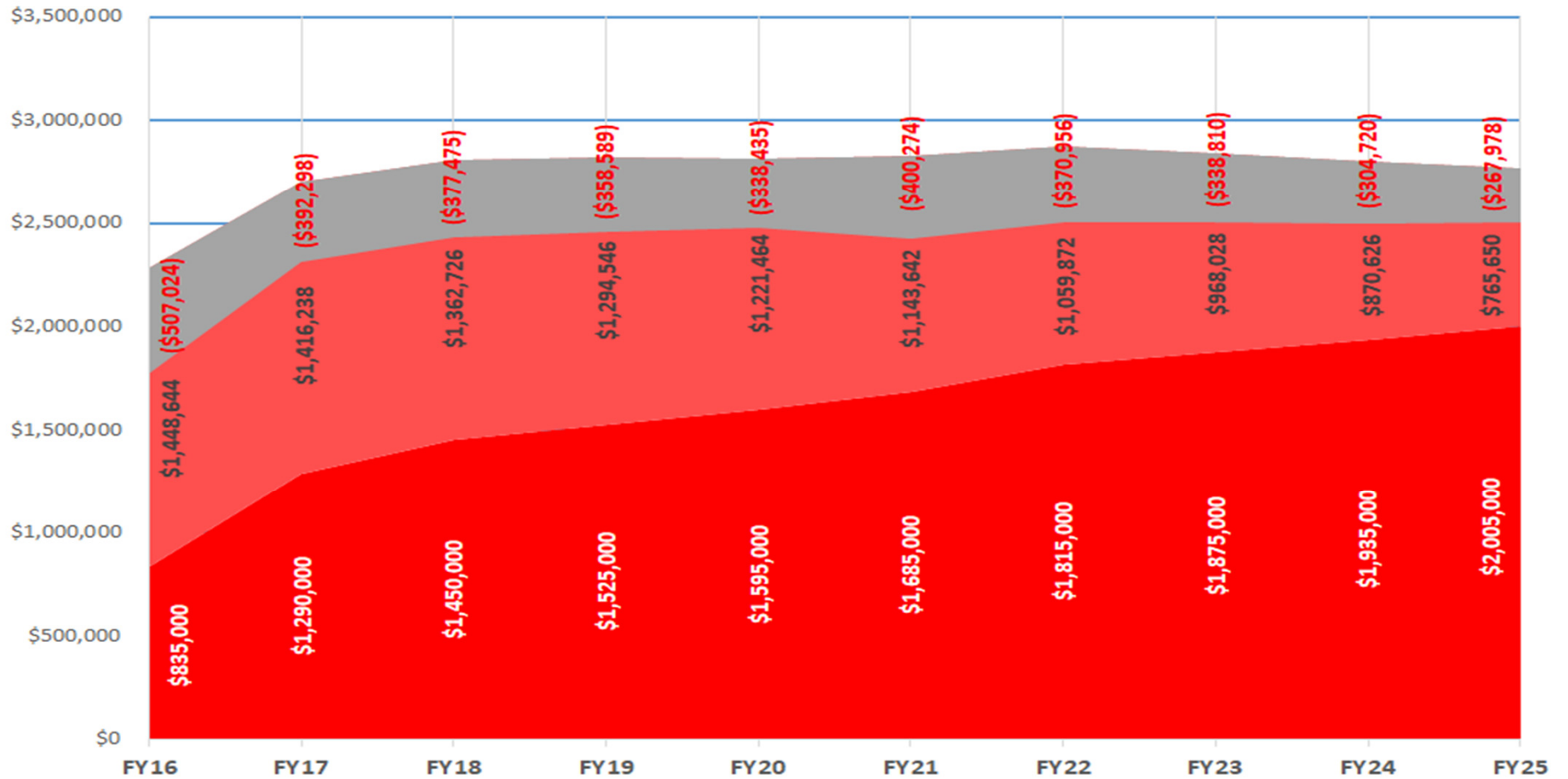


Revenues & Expenditures



D105 Debt Repayment Schedule

Principal Interest Subsidy



Capital Improvement Projects

Recommendations were generated by Berg Engineering and DLA Architects after the completion of a thorough report provided by commissioning agent – SSR – in the fall of 2017.

- Installing transient voltage surge suppression (TVSS) protection at all the IDF rooms in the District.
 - Estimated cost - \$35,000
- Replacing the ComEd electrical services and some of the electrical distribution at Spring and Gurrie.
 - Estimated costs - \$400,000 (electrical service at Spring/Gurrie)
 - Estimated costs - \$35,000 (ComEd engineering services)
 - Estimated costs - \$150,000 (ComEd electrical distribution)
- Installing LED light fixtures at Spring and Gurrie.
 - Estimated costs - \$1,300,000 (lighting and controls at Spring/Gurrie)

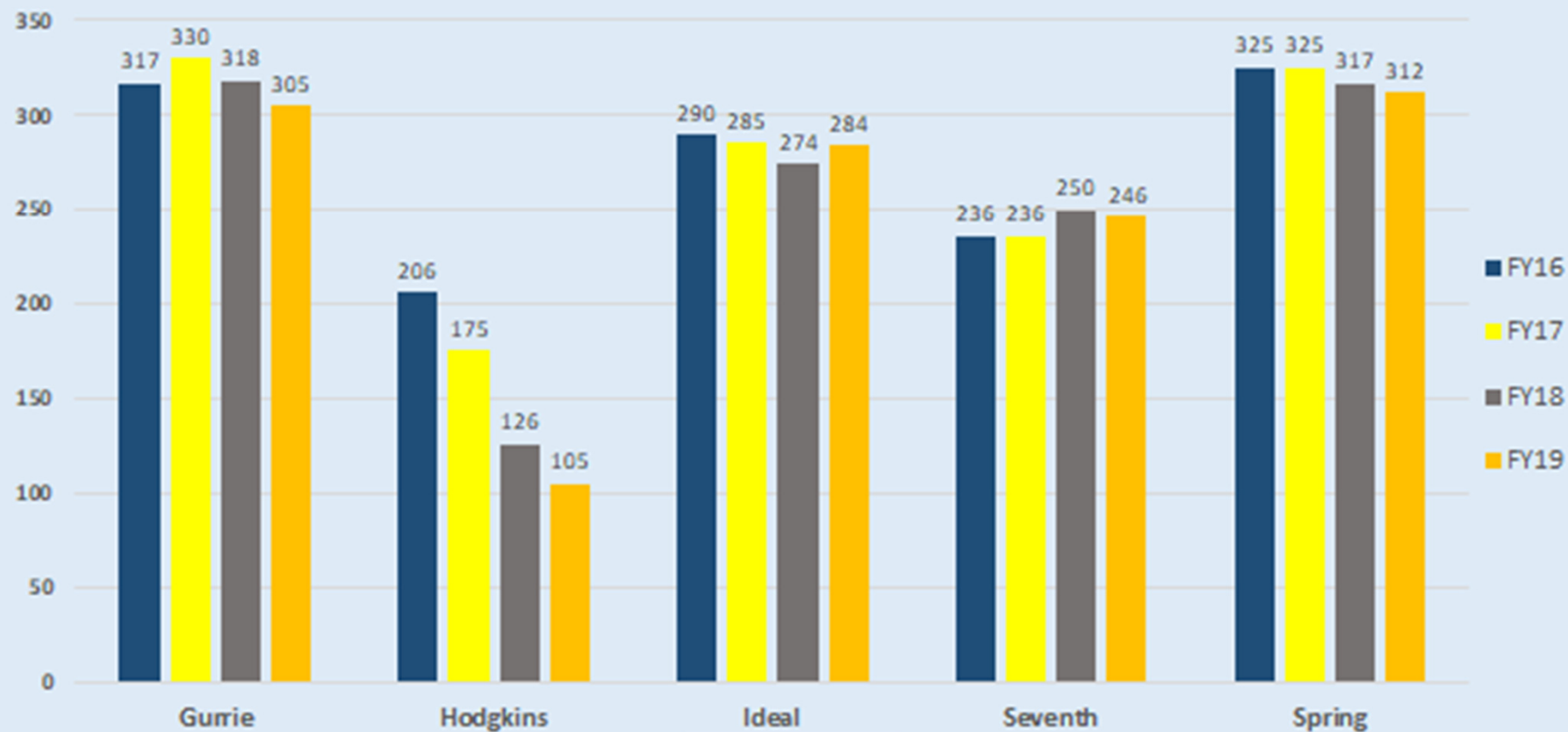


Enrollment



THE D105 DIFFERENCE

Historical Enrollment



Classroom Space by Building

	Available Classrooms	Pre-K Programs	K- 6th General Ed	Art/Music	District Programs	LADSE Programs	Total Classrooms Used
Hodgkins	13	4	6	2	0	1	13
Ideal	19	0	14	2	1	1	18
7th Ave.	15	0	14	1	0	0	15
Spring	17	0	17	1	0	0	18

Tentative Timeline



THE D105 DIFFERENCE

Tentative Timeline

Strategic Plan Action Teams for Resource Goal Strategies

- August 2019 – Action Plans for Strategies 10 and 11
- September - November 2019 – Research, review of current data, updated projection reports
- December 2019 - Check in and report
- January - March 2020 – Community and staff engagement activities
- April 2020 – Check in and report
- May 2020 – Creation of Year Two Action Plans

Tentative Timeline

D105 Enrollment Advisory Committee

- September 2019 - Enrollment and facility usage review, identification of issue
- September/October 2019 - Creation of criteria to address issue
- October/November 2019 - Identification of community engagement
- November 2019 - January 2020 - Research and reporting
- January 2020 - TBD
- February 2020 - TBD
- March/April 2020 - TBD

Informing Our Community - www.d105.net

Tonight's meeting is being recorded and will be posted to the D105 website

All future meetings will be open to the public. Meeting dates will be posted to the D105 webpage, as well as sent to families through email and posted to D105 social media sites

Answers to community questions will be posted to the D105 webpage

Other supplemental documents will be posted to the D105 webpage

Periodic check-in reports on efforts to address these important issues will be given at board meetings, posted to the website, and sent to families through District communication

